

Junior Scholastic®



TEACHER'S EDITION

A supplement to *Junior Scholastic*

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The Daring Amelia

Dear Teacher,

In this issue, *Junior Scholastic* is proud to feature a classroom play based on a new film about aviator Amelia Earhart (*see p. 10*). Your students may or may not have heard of Earhart, but when they finish reading about her, they will understand the acute fascination Americans of the 1930s had with this seemingly fearless woman.

In our World article (*see p. 6*), we look east to China. Examining that giant of a country, we see the future—the young people who may lead the world's most powerful economy. We also see a land in the midst of massive changes, the results of which no one can predict.

In addition, we offer a brief article that is intended to start a lengthy conversation (*see News, p. 3*). It concerns America's continued involvement in Afghanistan. Can the U.S. presence there help foster a democratic government? Is it worth the toll in American lives and dollars? The fact that Afghan President Hamid Karzai may have won re-election amid charges of fraud makes answering these tough questions even more difficult. A lot is at stake for the Obama administration, the U.S., and the Afghan people. We hope that our news brief, and the information on p. T-3, will give you some helpful background to discuss this important issue with your students.



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World Affairs Atlas & Almanac 2009-2010

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scholastic.com/juniorscholastic



Useful URLs

The Internet has a wealth of resources, but finding them can be time-consuming. Our collection of URLs, plucked from an ocean of possibilities, will help enrich your classroom experience and save you hours of searching. To see our picks for this issue, go to **scholastic.com/juniorscholastic** and click on the link under "Ready Resources." Your students can also play our ever-popular Mapman™ Game.

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This issue's cover story—an American history play—was adapted for JS from the screenplay for *Amelia*, about famed aviation pioneer Amelia Earhart (1897-1937).

■ Objectives

- Introduce students to the life and accomplishments of an aviation pioneer.
- Use context clues to make comparisons between aviation then and now, thus recognizing the tremendous risks people once took in order to fly.
- Practice reading aloud, and/or acting out a script.

■ Vocabulary

The origin of the word *aviation* is the Latin word *avis* (AY-vus), which means “bird.”

■ Resources

- For video clips (historical and film-related), links to Earhart history and bios, and more, visit the film's official Web site: foxsearchlight.com/amelia.
- See also the Web links at scholastic.com/js/urls.

■ Content-Area Questions

CULTURE/SOCIAL STUDIES

1. Why did Amelia Earhart call her first transatlantic flight “my fraud”? (*She was celebrated for flying across the Atlantic Ocean but she hadn't had any control over the plane.*) Why did she agree to go along with it? (*The attention and fame from that flight could bring other chances to fly.*)
2. In Earhart's day, most women were expected to marry and be homemakers. Women who had jobs outside the home were usually limited to “women's work,” such as teaching or nursing. How did Earhart break with convention? (*She took flying lessons and became a pilot; competed with men for flight records; was reluctant to marry, and agreed only on condition that if it didn't work out they would end it; kept her own name after marriage; made her own decisions rather than let her father or husband decide; other answers acceptable.*)

GEOGRAPHY

1. Earhart's transatlantic flight with Stultz and Gordon was to be from Newfoundland, Canada, to Ireland, but they landed in Wales. Did they

travel a greater or lesser distance than planned? (*greater; Wales is farther east.*)

2. What are some pros and cons of navigating by sight? (Pros: *You can travel by familiar landmarks; still fly if your instruments go down.* Cons: *You can't figure out where you are if you're traveling an unfamiliar area without a map or landmarks. Other answers acceptable.*)
3. What are some pros and cons of navigating by coordinates? (Pros: *It can be done in poor-visibility conditions, such as at night and in bad weather; can be used to plan ahead.* Cons: *It won't work if there is no way to know your location in relation to the coordinates; you must have an accurate map. Other answers acceptable.*)

LANGUAGE ARTS

1. Look up the word *aviatrix*. Why do you suppose it was more commonly used in Earhart's day than today? (*When women first took on jobs and roles once regarded as only men's, people felt the need to distinguish those who accomplished a task by gender.*)
2. Today it is common to use the same job title for both sexes. What gender-specific words were once used instead of *actor*, *firefighter*, *flight attendant*, *letter carrier*, and *police officer*? (*actress, fireman, steward and stewardess, mailman, and policeman*) Can you think of any others? (*Answers will vary; may include chairman, sculptress, poetess, landlady.*)

MATH

1. How much time passed between Earhart's first and second transatlantic flights? (*four years—June 1928 to May 1932*)

SCIENCE/TECHNOLOGY

1. Name some ways in which flying was much more dangerous in Earhart's time than today. (*difficulty carrying enough fuel, poor communications equipment, difficulty navigating and locating position; other answers acceptable*)
2. What kinds of technological advances have made flying much safer? (*stronger materials, improved aerodynamics, more powerful engines, better communications systems, GPS navigation; other answers acceptable*)



News: Doubts About Afghanistan (p. 3)

► **NCSS STANDARD**
Global connections

Charges of election fraud committed by backers of Afghan President Karzai have made a tough situation even more difficult for U.S. President Obama and the U.S. military.

■ Objectives

- Provide a brief overview of why Afghanistan is often in the news.
- Show how faraway events can affect people in the U.S.

■ Rapid Review

- What is the Taliban? (*an extremist Islamic political group that once controlled Afghanistan and is now experiencing a resurgence*)
- Who was it thought to be protecting? (*Osama bin Laden,*

accused mastermind of the 9/11 attacks on the U.S. in 2001)

- How long have U.S. troops been in Afghanistan? (*eight years*)
- What change did President Obama make regarding U.S. support for Afghanistan? (*He increased the number of U.S. troops there and may send more.*)

■ Let's Discuss

Have students discuss this remark, made by Ian Kelly, spokesperson for the U.S. State Department: "The results of these elections [in Afghanistan] need to be credible and need to reflect the will of the Afghan people. . . . A legitimate electoral process is vital to us and

vital to any kind of partnership that we would have with the [Afghan] government going forward."

Consider: Why is it important for election results to be credible? What might people think of a government put in power by cheating? What challenges in international relations might face such a government?

WEB LINKS

- Recounts Ordered in Afghan Vote: news.bbc.co.uk/2/hi/south_asia/8243276.stm
- U.S. Says Legitimate Election Vital to Future Partnership With Afghanistan: voanews.com/english/2009-09-08-voa59.cfm



World: China: The Next Generation (pp. 6-9)

► **NCSS STANDARD**
Power, authority, & governance/
Global connections

Since 1949, Communist China has struggled with poverty and economic disaster. It has turned things around in recent years—in part, critics say, because of low wages and weak environmental and labor laws.

■ Objectives

- Compare and contrast China's educational, economic, and political systems with those of the U.S.
- Recognize how economic competition on a global scale affects individual lifestyles.

■ Comparing Governments

To compare China's government profile (p. 7) with that of the U.S., go to scholastic.com/js/ourgovt.

■ Info Hunt

In the article, find the following:

- three examples of economic success in today's China
- two environmental problems caused by rapid industrialization
- one reason you would or would not like to live in China

■ Words' Worth

Have students read (or tell them the gist of) the article on Chinese teen slang listed in the Web Links box at right. What does using the name *Titanic* bring to mind? (*the sinking of the ship Titanic, one of the most infamous disasters of all time*) What does using it as a slang verb say about what it means for a Chinese

teen to fail a test? (*To fail a test is a tragedy or disaster, not only for the teen but also for his or her family; it represents the sinking of great hopes; other answers acceptable.*)

WEB LINKS

- China's Youth: Shaping the Future: news.bbc.co.uk/2/hi/asia-pacific/1001366.stm
- Choking on Growth—interactive map: nytimes.com/interactive/2007/08/26/world/asia/20070826_CHINA_GRAPHIC.html
- "I Titanicked": Chinese Teens Say This Instead of "I Failed My Test": hartford-hwp.com/archives/55/392.html

Junior Scholastic®

How can you avoid catching—and spreading—the flu?

*The best way to stay healthy is to steer clear of germs.
Here are some tips.*



Cover your mouth and nose with a tissue when you cough or sneeze, or cough or sneeze into the bend of your arm.

Wash your hands often with soap and water for at least 20 seconds. Or clean them with an alcohol-based hand cleaner.



Don't share straws, drinking glasses, or eating utensils. Germs can spread when you do that.

And remember: Try not to touch your eyes, nose, or mouth with your hands.

To learn more, go to: www.flu.gov.

Creating a Chronology Amelia Earhart

Pair this issue's American history play (pp. 10-13) with the lesson plan below to take off on an exciting journey into the life and times of Amelia Earhart. This lesson was written for *JS* by Karen Kellaheer, a substitute teacher in Warren County, New Jersey, and a former Scholastic editor.

OBJECTIVES

Students will:

- research and identify key events in the life of Amelia Earhart.
- understand the importance of historical context.
- sequence events in a chronology.

PREPARE

Gather sources on Earhart and, if necessary, reserve computer time. Preview the options below and decide which type of chronology to have students create. For the traditional kind, have poster board, rulers, and markers on hand.

ENGAGE

After reading the play, discuss how historical context helps us understand Earhart's contributions. The play says, "As the Great Depression deepens, America becomes fascinated with Earhart." Ask: Do you think there was a connection between the dismal conditions brought about by the Depression and the country's attitude toward Earhart? (*Possible response:*

Americans were depressed; Earhart's flights gave them something to feel good about.) Tell students that they will create chronologies to identify key events in Earhart's life and place them in historical context.

TEACH

1. Divide students into pairs. Have them revisit the play and highlight important dated events from Earhart's life (the play mentions at least nine).
2. Have them research two or three other important life events (birth, schooling, etc.) using library biographies, Web sites, or other sources. One thorough site is **ameliaearhartmuseum.org**.
3. Challenge them to find and list three to five historical events that took place during Earhart's lifetime, including the Great Depression. They should note the event, its year(s), and a brief description. For this purpose, have students use textbooks or visit the Library of Congress at **americaslibrary.gov/cgi-bin/page.cgi/aa/earhart** and click on "Jump Back in Time."
4. Have each pair create its own chronology, using one of the following options. When students have finished, have them present their chronologies to the class.

• Option A: Traditional Chronology

Provide each pair with poster board. Have pairs begin by drawing a line across the page and dating the line from 1897



Karen Kellaheer

PHOTO COURTESY OF KAREN KELLAHEER

(Earhart's birth year) to 1937 (the year she disappeared). On one side of the line, students should log events from Amelia Earhart's life. On the other side, they should enter events they identified in step 3. Encourage students to add illustrations or photos printed from the Internet, and to include a title for their chronology.

• Option B: PowerPoint Chronology

Have pairs begin by creating a title slide for their chronology. They should then insert a new slide for each entry (in most cases, the first entry will be 1897, the year of Earhart's birth). For each slide, students should include the year and a brief statement about the event. Instruct pairs to include both biographical events and events that provide historical context. Encourage them to use different background colors for each type of slide (for instance, green for Earhart's life, purple for other historical events).